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ABSTRACT

This publication provides a variety of activities that have been useful in developing and conducting physical education and recreation programs at residential centers for mentally retarded persons throughout Texas. Easy-to-learn activities of this sports, health and recreation program (Operation SHARP) are presented in ways that minimize necessity for background, training, or experience in physical education or recreation. The activities, methods, and approaches which are reported can be used by personnel in residential facilities, day care centers, schools, recreation programs, or in other settings to establish physical education and/or recreation programs for mentally retarded participants or to upgrade and/or expand existing programs. Practical and functional sections provide information about methods, approaches, and procedures for parachute play, tire activities, cage ball games, low organized games, tumbling, combatives, circuit training, tini-klink and rhythms, and arts and crafts. General teaching methods and suggestions along with additional contacts and sources for program information are included. (Author)

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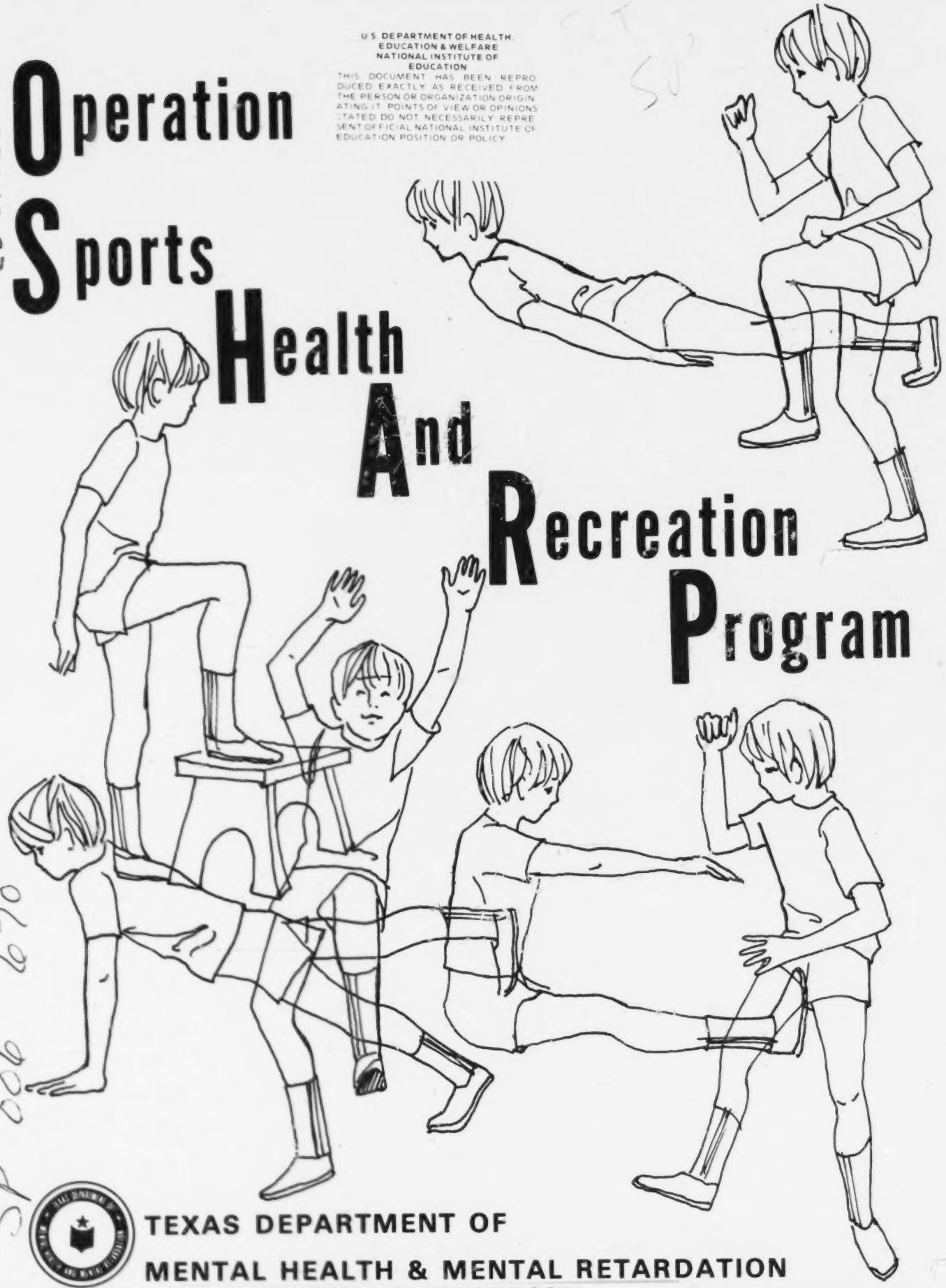

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MENTAL HEALTH & MENTAL RETARDATION

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FORWARD

"SHARP" outlines a Sports, Health, and Recreation Program for the mentally retarded child. The activities described are easy to learn and have been presented in a way that even the relatively unexperienced teacher can readily translate them into practice.

This handbook has grown out of the work of a number of people, but the basic impetus and direction was given by the following:

Mr. Dick Smith, Program Developer
Beaumont State Center for Human Development

Mr. Charles Warford, Program Developer
Amarillo State Center for Human Development

This edition was published in 1971 by the Texas Department of Mental Health and Mental Retardation. Special acknowledgement should be made to SRS Grant No. 56-P-70782-6, "A Demonstration Project to Foster Physical Education-Recreation Programs for the Mentally Retarded."

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INTRODUCTION

It is the purpose of this booklet to provide a variety of activities that have been useful in the preparation of a physical education and recreation program at the Beaumont and Amarillo State Centers for Human Development.

These activities can provide a nucleus in the establishment of a physical education and recreation program for the retarded. They may also be an aid in upgrading existing programs.

Physical education and recreation has been a prime vehicle to learning for those retardates enrolled at our centers. Of course, the ultimate goal of our physical education and recreation program is to be included as part of the total programming concept for the retarded.

We realize that physical education and recreation is not "the" way to educate the retarded. However, we feel just as strongly that if physical activity is omitted from a program, the program cannot possibly be a total educational effort for the retarded.

PHYSICAL EDUCATION AND RECREATION
FOR MENTALLY RETARDED

Physical education and recreation is of utmost and possibly foremost in importance for the mentally retarded individual, especially during the early school years. The typical child meets and overcomes many of his developmental needs and processes through normal play activities. The mentally retarded child does not play spontaneously and must be taught to play, thus, frequently lacks the awareness or opportunity to develop through play exercises.

[1]Although evidence points to the probability that retarded children are generally slower in almost every way to their normal counterparts, it has also been indicated that they are seldom as retarded physically as they are mentally. Except for those who manifest some physical and/or neurological impairment, mentally retarded children are generally capable of quite complex movement patterns and coordinated bodily manipulations.

Physical activity is essential to life. Not only does the organism depend upon movement for the development and maintenance of muscular strength and endurance, but finds muscular efficiency essential to organic well-being and overall health. Recreation can provide the stimulus by which a retarded child can motivate himself to join in wholesome activity. Fun is the only outcome necessary for him to want to play.

Naturally, a certain amount of success is necessary in order for a child to have fun. Too often the retarded child does not have the movement skills essential to succeed in orthodox recreational pursuits. Individual instruction, painstaking devotion to the task at hand, and modification of activity help to make success a reality for each retarded child.

Too often failure brings about frustration, dislike and finally withdrawal from worthwhile recreational endeavor. Emotional difficulties and psychological disturbance found in many retarded children are said to have been traced to an overabundance of failure.

Through proper training of the physical being, the retarded child learns to control a most important part of his environment. He learns that he can ask his body to do something and it will respond. A satisfying feeling of accomplishment may ordinarily be associated with motor success. Experiences of this type help the child to gain self-confidence, encourage him to try new patterns of movement, and hopefully add to his body-concept and self-image.[1]

As he gains more confidence in dealing with his body, the retarded child is more able to cope with skills necessary to small group activities. Social skills are separate and apart from motor skills, but unless a child has the physical ability to perform fundamental movement patterns it

is not likely that he will be accepted in the play activities of other children. To the young child, play is socialization. The games and unorganized fun experiences of youngsters are the rudiments of a later complex social life. A child who is deprived of play experiences with others will generally be retarded in social skill.

A basic premise of education is to educate the total person. Education, without involving the physical is limited education if it can be considered education at all. The number of experiences which physical education can provide is increasing in number and quality at a rapid pace. For educators to not take advantage of every possible learning situation is a hindrance to developing students, especially mentally retarded students. Physical education and recreation activities provides the teacher with a major and important teaching and learning situation for the retarded.

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[1]Johnson, Ronald, "Recreational Activities for the Mentally Retarded" (Seminar Presentation on April 8, 1967) University of Southwestern Louisiana. Sponsored by A.A.H.P.E.R. Project on Recreation and Fitness for the Retarded.

TEACHING PHYSICAL EDUCATION AND RECREATION
TO THE RETARDED CHILD

1. Evaluate the mentally retarded student carefully and attempt to learn as much as possible before training begins. Establish the student's present level of skill and readiness to learn. Periodic re-evaluation is vital.

2. Keep learning situations pleasant. Mentally retarded learn much faster when their efforts lead to enjoyable activities. Use play situations in place of drill when possible.

3. Be versitile and ready for anything. Have a variety of activities available for implementation and be able to present each a number of ways.

4. Be involved with each student, not in the emotional sense; but to the extent that you are completely and totally dedicated to his growth, improvement and well being.

5. Be patient. Teach simple, easy tasks first, gradually moving on to the more difficult as the students performance dictates. Progress is sometimes very slow.

6. Verbal directions should be few and simple and given without talking down to the individual or group. Use a calm, even voice to gain the participants attention. Do not shout. A whistle is very useful in gaining the attention of a group. Having all participants hold their hands in the air is often used to gain a group's attention. The facial expression and voice tone is used by the trainer, and they are critical in communicating the trainer's acceptance of the group. A trainer's voice and expression while giving directions and instructions will do much to create friendly feelings toward the instructor. Retardates frequently have trouble taking part in activities, simply because they have not understood the verbal instructions.

7. The trainer should speak slowly and distinctly. He should also be situated so that he can be heard and seen by all participants.

8. Have all equipment and supplies necessary for the planned activities ready in advance. This includes arranging equipment so that there will be no lost time and motion. Be ready when participants arrive. Eliminate distracting influences whenever possible. Regulate the temperature of indoor facilities. Employ equipment in a manner that is profitable to individuals specifically.

9. Discipline is to be consistent and firm but without threats and within the understanding and capabilities of the retarded participants.

10. Avoid the tendency to be too lenient or too severe.

11. Instruction must be paced, deliberate, and progressive. Small, sequencial, and concrete steps should be followed in presenting materials. Allow the individual plenty of time before moving to the next.

12. Safety instruction should be related to all activities included in the program.

Reference: Recreation and Physical Activity for the Mentally Retarded
American Association for Health, Physical Education and Recreation
Copywright, 1966

BASIC MOVEMENTS

BALANCING
BENDING
BOUNCING
CARRYING
CATCHING
CLIMBING
CRAWLING
DODGING
EXTENDING
FLEXING
GALLOPING
GLIDING
GRASPING
HANGING
HITTING
HOPPING
JUMPING
KICKING
LEAPING
LIFTING
PASSING
PULLING
PUNCHING
PUSHING
ROCKING
RUNNING
SHAKING
SHIFTING BODY WEIGHT
SKIPPING
SLIDING
STOPPING
STRETCHING
STRIKING
SWINGING
TAGGING
THROWING
TOSSING
TURNING
TWIRLING
TWISTING
WALKING

PARACHUTE PLAY FOR EXERCISE
(Leo J. Johnson, JOHPER,
and also GO PARACHUTING)

Parachute play may be begun at any level, first through twelfth grades, and inserted at any point in the physical education curriculum. Offered at the secondary level, parachute play creates new interests in the dance and tumbling programs and provides opportunity for desirable coeducational recreation. At the elementary level, it provides thrills and excitement, plus the fact that in raising the parachute, muscles of the entire body are brought into play.

The initial lesson should include a basic discussion on the parts and functioning of the parachute. It is important to understand how the parachute operates in order to obtain the best possible results from the class. A regulation twenty-four foot parachute is made of unfinished silk and put together in strips or gores, like those of an umbrella. The small aperture in the center of the parachute permits the air to escape from under the canopy and keeps it from bobbing about as it slowly decends.

The following activities are presented as a progression for age or grade levels. The beginning lessons are basic to the understanding and ability of the performer in relation to the parachute and should be given as stepping stones to all classes. Only a few of the many ideas that can be brought into the unit have been described here. Sharalyn Popen is credited with preparing this unit on the parachute.

1. Explain the parts of the parachute and the principles behind it through class discussion. It might be beneficial to spread out the parachute on the floor and have the class sit around it--but far enough away so that the younger children are not tempted or distracted by it.

2. Have the entire class (not more than forty, however) stand around the parachute, grasping the rim of the canopy. Loops around the rim make excellent handles. Have everyone move to the right, then stop and move to the left. The movement may be varied, e.g., run, hop, skip, or gallop. Music may be added, or a simple circle dance may be taught. This activity is just to give the class the "feel" of the parachute.

3. Have the class release the parachute and take one or two steps back away from it again to remove temptation. Explain the procedure to raise the thute and demonstrate: crouch and count, "one, two, three, stretch"---and on "stretch" the whole class must rise and stretch their arms high above their heads. Any command may be given, but the work "stretch" is recommended because it implies that maximum height of the individual must be attained. And since most of the activities are accomplished with canopy raised, it is important to get the parachute as high as possible. The higher it gets, the longer it will maintain that height. Stress the fact that the whole class must work together as a

team, or the 'chute will never reach its maximum. After a few practices without the 'chute, instruct the class to step up to it, grasp the rim and count and raise; make sure that the students hold onto the rim until the 'chute is down. It will be an exciting moment when the 'chute fills and rises for the first time.

4. When the class can raise the parachute successfully, have students run to the right as it reaches its peak and then falls. When the center touches the floor, they should stop quickly. Repeat, changing direction.

5. Raise the parachute, and as it reaches its peak, all let go and step back. It would be advisable for the instructor to give a command or a whistle blast to signal the peak of the 'chute, so that everyone releases the canopy at the same moment and it floats down evenly.

6. Again raise the 'chute, and as it reaches its full height, quickly bring all of the rim down to the floor. The class should be squatting on the floor, and remain holding the sides down until the parachute has completely descended. This is called the "mushroom" because of the shape of the canopy.

7. Count off by twos around the 'chute. Make the mushroom again, and as it reaches its peak, all the number ones go under the rim and hold onto the 'chute from the inside. The number twos should stay out this time and hold the 'chute to the floor from the inside. Repeat this, and have the twos go under. Then both groups go under the mushroom at once. Stress that the sides must be held firmly to the floor and that everyone must get out before the 'chute falls on them or at your command. There are usually a few who enjoy having the 'chute fall on them and then come crawling out from under it. This should be discouraged because it not only wastes the time of the whole class, but could be harmful to the 'chute.

8. Form five or six squads at one end of the gymnasium, depending on the size of the class. Instruct the first person in each squad to hold onto the side of the 'chute, all grasping the same side, with the 'chute between them and their squad. Keep them in a straight line, and have them run the length of the gym with the 'chute fluttering behind them. Stop at the end, turn around, get on the other side of the 'chute and run back. Repeat this with the next people. In larger classes, use a shuttle formation in order to keep more of the class active.

9. Standing around the 'chute, count off by fives or sixes, again depending upon the size of the class. Raise the 'chute, and as it reaches its maximum height, call a number. Everyone with that number must leave his place on the 'chute and change with another person having the same number, running under the parachute. They must get to another place on the 'chute before it falls. Penalties may or may not be imposed.

10. Again standing around the rim of the parachute, draw an imaginary line to divide the circle in half. This forms two teams, one on either side of the line. Place a light ball in the center of the 'chute, both teams try to roll the ball off the side of their opponent's half. Emphasize

team play. This game will not work effectively unless all work together; individual efforts will be futile attempts to manipulate the parachute. More than one ball may be used, but they must be light enough to be supported by the 'chute. Give one point for each ball sent off the 'chute to the floor.

11. Pyramids may be formed under the raised 'chute. They should be practiced first without the parachute to obtain efficiency and speed. As soon as the parachute starts to rise, the performers, a separate group from those holding, should quickly assemble under the canopy. The pyramid must be as close to completion as possible by the time the parachute reaches its full height. This will give the performers time to hold the pyramid a moment, collapse it, and get out before the parachute falls.

ISOMETRIC EXERCISES

Isometric exercises combined with parachute play have brought excellent results. Described here are examples of some of the stunts and isometric exercises which have proved successful for us.

GRIPS - 1) Palms up 2) Palms down 3) One palm up and one palm down.

READY POSITION - 1) The 'chute is spread out on the floor or ground and stretched out. The students are kneeling on one knee, using any of the three grips. 2) Everyone is standing up and holding the parachute stretched tight at waist level, using any of the three grips.

GROUPS - At least fifteen students are needed to make most of the stunts work. Up to fifty can be used.

COMMANDS - All exercises and stunts are executed by numerical commands. This assures that everyone works as a team unit and brings better success for their different moves.

STUNTS

MAKING WAVES - This is a good way to loosen up and at the same time find out how a parachute will act. Students start with the 'chute at waist position and use the palms down grip. They shake the 'chute vigorously up and down, using full arm extension. Tell them to try to shake the 'chute out of the other children's hands.

UMBRELLA - With the parachute spread on the ground, students kneel and use palms down grip. On the go signal from the teacher, students stand up straight and fast, pulling the 'chute up over their heads with as much force as they can. They do not move their feet. The air will catch the 'chute and lift it up over their heads, so that they can see the faces of the children opposite. Variations include 1) returning the parachute to the ground as quickly as possible, and then repeating this in rapid succession three or four times, 2) letting go of the edge on a signal to see how high it will continue by itself, 3) beginning from a squat position.

MUSHROOM - This begins the same as the Umbrella. When students can see the faces, they walk in three or four steps as quickly as possible, keeping hands and arms in a raised position over their heads. The parachute will continue to rise. When the parachute has reached its peak, students move quickly back to their starting place. Variations can be made in the number of steps taken into the center and the speed at which they are taken.

ISOMETRIC EXERCISES

BICEP BUILDER - With one leg forward, students plant their feet firmly, and lean back, using palms up grip, with arms almost fully extended. On the go signal, children pull the 'chute toward themselves without moving their feet or jerking the 'chute. Explain that they should continue to pull as hard as they can for six seconds. Count aloud and encourage the boys and girls to hold it. A variation is to use the palms down grip.

HORSE PULL - In a standing position, with 'chute waist high, students turn around with their backs facing the center of the 'chute. They reach back and grab the edge of the 'chute with a palms down grip. The hands should be spread apart rather widely. With one foot forward and one back, they plant feet firmly and lean forward. On the signal they pull as hard as they can, using arms only.

CROSS ARM PULL - Students face the center using the palms up grip. Parachute is held waist high. Students let go with their right hand and cross the right arm over the left, grabbing the parachute edge again with the right hand. Arms are now crossed. On the command students pull as hard as they can and hold it for six seconds. For a variation, use palms down grip or one up and one down.

SKY HIGH PULL - Start the parachute at waist level, using a palms down grip. Students spread their feet a little and on the go signal take the 'chute up slowly until their arms are extended fully straight up overhead. Without moving feet, waist or back, and using just the arms and shoulders, all pull back.

WINDING IT UP - The 'chute should be waist high and students hold the edge with a palms down grip. On the signal, the whole group starts to wind or roll the edge of the 'chute toward the center. The idea is to stay together and at the same time keep the 'chute tight by pulling a little before each turn or roll of the wrist. This should be done slowly, in order to get more benefit from the exercise.

A basic objective of parachute play is to provide a good workout for the muscles of the upper body. Another important objective is that in this activity the children must learn team coordination if they are to achieve success. If one or two do not do their job correctly, or at the right moment, their part of the 'chute will not respond and the entire class effort will fail.

Reference: Russell, "Dutch" Bischks. Coordinator, Physical Ed.
Distributed by: Imperial County Superintendent of Schools
155 S. 11th Street, El Centro, California 92243

ACTIVITIES WITH TIRES

Old tires are easy to obtain, are inexpensive, and for the most part can be used in any spare corner, either indoors or out. A large variety of activities can be performed with the tires; these range from the very simplest of actions which can be performed by very severely retarded children to activities which are capable of challenging those who are physically able.

The following list of activities should not be regarded as complete. Counselors can adapt and modify the activities to suit their particular problems with their own campers.

Tires lying flat on the ground (these may be secured to the ground for added confidence and safety).

1. Run around the tires weaving various patterns.
2. Run or walk backwards around the tires weaving various patterns.
3. Skip around the tires weaving various patterns.
4. Walk around the rim of the tire.
5. Walk or run through the tires--stepping in and out of the tires.
6. Walk or run through the tires--stepping from one tire to another, avoid stepping out of the tire.
7. Stand and jump into a tire.
8. Stand in a tire and jump out in various directions.
9. Stand in a tire and jump upward.
10. Jump in and out of the tire continuously with various rhythms.
11. Stand astride the tire and jump out and in again continuously, using various rhythms.
12. Stand in a tire and jump upward with legs parting.
13. Stand astride the tire and jump upward clicking heels together.
14. Stand in a tire and jump from tire to tire with a rebound. (Select tires other than the nearest in order to make this more difficult.)
15. Run and jump to land in the tire in a crouch position.
16. From a crouch position in the tire, bunny jump out.
17. From a crouch position in the tire, frog jump out.
18. Run and jump to land in crouch position in the tire, then bunny/frog, etc. jump out of the tire.
19. Start in one tire and jump from tire to tire.
20. Hop into and out of a tire continuously.
21. Bunny jump from tire to tire continuously.
22. Frog jump from tire to tire continuously.
23. Take press-up position with the hands on the tire, and walk around the tire with the hands and feet.
24. Take press-up position with the feet on the tire. Walk around with the hands and feet.

With tires hanging by a rope from a tree or frame:

25. Climb through the tire freely.
26. Sit in the tire and swing freely.
27. Stand on the tire and swing freely.

Miscellaneous:

28. Roll the tire to a partner who jumps over it with an astride jump.
29. Stand and spin the tire.
30. Toss beanbags into the tires.
31. Place a weight inside of the tire and roll it. This causes unsuspected changes in speeds.
32. Tires may be set upright in concrete in a row forming hurdles.
33. Tires may be set in concrete, end to end, forming an uneven balance beam which gives with weight of student.

Reference: Seattle Public Schools
Administration and Service Center
815 Fourth Avenue North
Seattle, Washington 98109

TIRE BALL

Organization

1. Divide the class into teams. Each player is assigned a number, the same numbers are given to each team. Those players having similar numbers should be as equal in size and ability as possible to ensure equal competition.
2. Teams line up facing each other about 25 feet apart. If using a circular wrestling mat cover, each team would control half the circle.
3. Number one of team A should be diagonally across from number one of team B. The remaining players should follow the same pattern.
4. In the center of this area is an old tire.

Procedures

1. The objective is to bring the tire back to your team's boundary line when your number is called by the instructor. This is a combative version of the standard elementary school game called "Steal the Bacon."
2. The instructor can begin each struggle for the tire by having the contestants first grab the tire and wait for the whistle, or just go for the tire when the number or numbers are called by the instructor.
3. One, two, three or four numbers can be called in one scrimmage.

Scoring

1. The team bringing the tire across its boundary line scores one point.
2. If two members from each team are participating in the scrimmage, the winning pair will receive two points. The number involved in each scrimmage will determine the point value for that round.

Additional Comments

1. Those players not involved in the center scrimmage may not assist in securing the tire.
2. Depending on how the instructor starts the game, it can develop into a Tug of War contest or a blocking and tackling free-for-all game. Both types have value.

Reference: Borkowski, Richard, Combative Activities, "Rough and Tumble." JOHPER.

INDIVIDUAL OR DOUBLE ROPE ACTIVITIES

On the Floor

1. A rope can be a straight line on the floor.
2. A rope can be coiled.
3. A rope can just be lazy on the ground.
4. A rope can be a snake.
5. A rope can be a curve.
6. A rope can be a circle.
7. A rope (or two) can be a V-shape or "stream" to jump over.
8. A rope can be in motion on the floor:
   a. A partner can pull it.
   b. A partner can shake it up and down.
   c. A partner can shake it sideways.
   d. A partner can swing it around, barely touching the floor. (Leave plenty of room around the swinging rope.)
   e. The two partners can slide it in various directions.
   f. Two partners can turn it.

In the Air

1. You can tie a rope to a pole, a stool, or a tree; and hold it diagonally or horizontally.
2. Two partners can hold the rope extended.
3. Two partners can hold a "lazy" rope.
4. It can be held low.
5. It can be held high.
6. It can be held at an angle.
7. It can form a circle.

GROUP ACTIVITIES

Seated opposite groups--run to shake hands:

1. Over rope
2. Then over shaking rop
3. Then elevate rope
4. Then under rope
5. Forward and backward crab walk under rope
6. Log roll under rope

Lead up to jump rope:
1, 2, 3 hop . . . (with group standing by rope), then begin jump rope

1. Walk on rope
2. Run around rope
3. Hop back and forth across rope entire length
4. Circle, pick up circular rope
5. Everybody walk back

6. Walk out with back to rope
7. Inside rope--walk back against it and forward against it
8. Put rope on floor without bending knees
9. Put rope above head and then on floor and repeat several times
10. Hold rope above head, arms length and pull back
11. Sit-ups with rope over toes
12. Back up on stomach--pulling rope
13. On stomach, one arm on back, lift rope out in front of head and "peak-a-boo"
14. Pass rope around circle--reverse direction
15. Squeeze rope
16. Try to tear rope apart

1. "Lazy Rope" on the ground

    a. Jump over, back and forth (two feet take-off).
    b. Change direction of the landing every jump.
    c. Change direction of the landing every jump, every second jump, etc.
    d. Lower the center of gravity by bending the knees before taking off and after landing.

2. "Snake Rope" jumping into each curve of the snake

    a. Jump forward
    b. Jump backward
    c. Jump sideways
    d. Try on one foot
    e. Review a, b, c, d, uphill
    f. Review a, b, c, d, downhill

3. Use the rope as a circle and play tag with your partner

    a. Jumping in and out of the circle
    b. On one foot
    c. Jump around the circle once, twice, three times

4. The rope as a circle. One person stands outside the circle, the other stands inside. As the outside person jumps in, the inside person jumps out. (Within 2 seconds, for example.)

5. Repeat No. 4 but hold one ankle during the jumping chase.

6. An agility-balance game. One partner stands on each side of a straight rope (or a line), holding one ankle and stretching his free hand--with palm open--toward his opponent. They hop on one foot and try to push each other off balance.

7. Arrange the rope in a V-shape to give each jumper the opportunity to start at his present width and jump over wider gaps as he improves.

   a. If you wish to create competition and still have everyone participating, you can divide the "stream" into sections and assign point value to each section. The more advanced student may try the 4-point sections and the novice can start at the 1 or 2-point sections. This arrangement is especially valuable in intergroup competition. Everybody participates on his own level, and there is no need to eliminate those who cannot attain the highest standards, a common result when a single standard is set for all.

8. The idea of No. 7 can be expanded for a "triple jump" using three ropes widening from one point. The first take-off is done with the right foot, the second with the left, the third with the right. The last landing is two feet.

   a. Vary the take-off order.
   b. Raise the middle rope off the ground.

9. Arrange the rope in circles on the floor so that the edges of the circles will be closer to each other at one point, creating increasing gaps as you jump from one side of the circles to the other.

   a. Try a single foot jump.
   b. Try alternating feet jumps.
   c. Two-feet hop.
   d. Change directions.
   e. Check the number of circles you can cross in 60 seconds.

10. "Position Rope." One person swings the rope around a few inches off the floor. Tie something heavy at the end of the rope but make sure it is not too hard. As the rope swings around, anybody who is in the way jumps over it! DON'T ELIMINATE the one who touches the rope, but give him/her one point. Remember that in order to develop agility the person must have frequent opportunities to jump, so let him continue in the game.

11. The diagonal rope held by 2 people offers a unique opportunity to all. The jumper can select his own starting height and increase it gradually without altering the position of the rope. Other jumpers can jump over the rope at the same time at different heights.

12. The long diagonal rope--repeat No. 11 with a longer rope to accommodate several jumpers at the same time.

13. Two people hold the rope high as a jumper tries to touch the rope with his head.

VARIATIONS:

a. Touch the rope with the chin.
b. Raise the rope on sticks and touch it with the fingers of one hand.
c. Touch it with both hands.
d. Touch it with the wrist.

DEVELOPMENTAL MOVEMENT: Muska Mosston; Charles E. Merrill Books,. Inc.; Columbus, Ohio; 1965.

CHAIR ACTIVITIES

Individual Chair Activities

1. Stand Up--Sit Down (repeatedly)
2. Run around chair
3. Run backwards around chair
4. Skip, hop, jump, slide, leap around chair
5. Crawl under chair
6. Crawl through chair
7. Pick chair up and hold straight in front
8. Hold chair over head
9. Hold chair over head, lower and then raise again
10. Pick up chair with one hand
11. Chair stepping
    a. "Up, Up, Down, Down"--hands on back of chair
    b. "Locomotive"--same as above except you alternate fast and slow
    c. "Mountain Climber"--stepping up and down with hands on hips

Rows of Chairs

1. Run around chairs (or skip, hop, walk, jump, etc.)
2. Fill chairs with students. On command each student moves forward one chair, with person in first chair moving to rear chair
3. Same as above, add move backward or to left or right on command
4. Same as above, make a race out of activity. First row to reseat all team members in correct chair is winner.

Games

1. Scatter chairs and weave in and out playing follow the leader. Use various styles of locomotion and include hand and arm movements.
2. Musical chairs

Obstacle Course

An indoor obstacle course can be made with the furniture in the classroom. Chairs, tables, and desks make ideal obstacles for small children to climb over. If furniture is placed around room children can have opportunities to climb over, go through, crawl under, or go around different sizes and shapes of obstacles.

Reference: Hyden, Frank J., Physical Fitness for Mentally Retarded.

ANIMAL RELAYS

1. All-Four Walk (all grades) - Bend over and place hands on floor. Walk forward on hands and feet.

2. Bear Walk (all grades) - Bend forward and touch ground with both hands. Travel forward by moving the right arm and right leg simultaneously and then the left arm and left leg simultaneously.

3. Elephant Walk (all grades) - Bend forward and touch ground with both hands, keeping knees and elbows stiff and hips elevated. Walk forward.

4. Lame Dog Walk (all grades) - Walk on hands and one foot with other leg held high, imitating a dog with a sore foot.

5. Frog Jump (all grades) - From squat position with hands on floor between legs, travel forward by leaping forward to hands, bringing legs up to squat position. Hands are placed well in front of body after each jump.

6. Crab Walk (all grades) - From a squat position, reach backward and put hands flat on floor without sitting down. Walk in direction of feet, keeping head and body in a straight line.

7. Lobster Walk (all grades) - Same position as Crab Walk. Walk in direction of hands, keeping head and body in a straight line.

8. Measuring Worm (all grades) - Support body on hands and feet with legs extended backward. Keeping hands in place and knees stiff, walk on toes with short steps until feet are near hands. Then keeping feet in place, walk forward with hands with short steps until the original position is attained.

9. Duck Waddle (all grades) - Assume knees-bent position, hands on hips. Retaining this position, walk forward.

10. Chicken Walk (all grades) - Assume a squat position, feet together, knees apart. Grasp the ankles (left hand on left ankle, right hand on right ankle). Retaining this position, walk forward.

LINE TYPE RELAYS

1. Bouncing Ball (upper grades) - Support body on hands and feet--hands at shoulder width, feet 24 inches apart, back and legs in line. Travel forward by means of a series of short upward springs of hands and feet simultaneously.

2. Squat Jumps (all grades) - Assume a squat position. Retaining this position, travel forward by short bouncing jumps. Keep body down as if sitting on the heels.

3. Indian Walk (all grades) - Bend knees slightly, bend trunk forward, arms hanging down until back of hands touch ground. Retaining this position, walk forward.

4. Toe Grasp Walk (all grades) - Bend knees slightly, bend trunk forward and grasp toes with hands (left hand on left toe, right hand on right toe). Retaining this position, walk forward.

5. Crouch Run (intermediate and upper grades) - Lean forward at the waist until trunk is parallel with the ground. Retaining this position, run forward at a jogging pace.

6. Toe Touch Walk (all grades) - Walk forward, bending trunk forward and touching one hand to the toe of the opposite foot on each step. The trunk should be raised to the vertical position between steps.

7. Heel Touch Walk (all grades) - Walk forward with fairly long steps, reach back and touch the heel of rear foot after each step. The right hand touches the right heel, the left hand touches the left heel.

8. Knee Touch Walk (intermediate and upper grades) - Walk forward bending the knees and touching the knee of the rear leg to the ground on each step. The knees are bent and straightened on each step.

9. Steam Engine (intermediate and upper grades) - Clasp hands behind the neck and walk forward in the following manner: as the left leg is brought forward, raise the knee, bend the trunk forward and touch the right elbow to the knee, then step forward on the left foot and raise the trunk. Repeat with right leg and left elbow.

10. Walk on Toes (all grades) - Walk forward on the toes.

11. Giant Step Walk (all grades) - Walk forward, making each step as long as possible.

12. Fast Walk (all grades) - Walk forward, at a fast pace, swinging arms vigorously (avoid running).

13. Knee Raise Walk (all grades) - Walk forward raising the bent knee of the advancing leg as high as possible on each step. Make each step broad by extending leg forward.

14. Goose Step Walk (all grades) - Walk forward swinging the advancing foot hip high and then down to ground vigorously on each step. Keep knee of advancing leg stiff. Steps should be of normal length. Swing the arms.

15. Hand Kick Walk (all grades) - Walk forward, kicking the feet upward on each step at the same time leaning forward and touching the toe with the hand of the opposite arm. The left hand touches the right foot and the right hand touches the left foot.

16. Hop-On-Left-Foot (all grades) - Travel forward by hopping on the left foot.

17. Hobble-Hop-On-Left-Foot (all grades) - Holding the right foot in the left hand behind the buttocks, travel forward by hopping on the left foot.

18. Broad Jumps (all grades) - Travel forward by means of a series of broad jumps off both feet.

19. Stiff Knee Jumps (all grades) - Holding knees stiff, travel forward by means of continuous short jumps (toe springs).

20. Hop Step (all grades) - Travel forward by means of a series of hops and steps. Stop on left foot, hop on left foot, stop on right foot, hop on right foot, etc.

STRAIGHT RELAY

Number of Players: 8-16
Grade Level: 3-6
Skills Needed: All skills of locomotion
Equipment: Batons, beanbags, Indian Clubs, or bases
Formation: Files
Description: First player runs up on the left, around a marker, and back, tags the right hand of the next player, and goes to the end of his team. The next player must wait behind the starting line until his right hand is tagged before he runs. When every player on a team has had a turn, the whole team squats. Announce only the winning team.

VARIATIONS: Use other skills of locomotion: skip, hop on one foot, jump, walk, etc. Walk with beanbag on head.

PASS 7.3 BALL RELAY

Number of Players: 10-15
Grade Level: 3-6
Skills Needed: Rolling ball, catching, running
Equipment: One large ball per team
Formation: Files
Description: Each player assumes stride position. Leaders are given large balls. At the signal, the leader of each line passes the ball between his legs. Each player in turn does likewise down the line. The last player picks it up, runs to the head of the line, and repeats the performance. First team back in original position wins.

VARIATIONS: Ball overhead
Handing ball to next player--players side by side
Over and Under

SCOOTER GAMES

SCOOTER BASKETBALL

Equipment: Same as regular basketball only volleyball is used instead of basketball.

Rules: Same as in general basketball. A player cannot advance the ball by carrying it, but must pass or dribble it as in regular basketball. If a pass is caught while the player is moving fast, the referee will give him a distance allowance for stopping.

SCOOTER WAR

Game: Class is divided into two teams. Each team goes to an end of the floor and eight to ten start out from each end. They meet somewhere near the middle and the war starts. The object of the game is to dismount the opponents. When a player is dismounted he takes his scooter back to a teammate and sits down to watch the rest of the battle. The team who dismounts all of the opposing players wins.

Rules: The only rules necessary are for protection against injury. "Twisting the feet and kicking the scooter are dangerous and must be ruled out."

SCOOTER BASEBALL

Equipment: Use a volleyball or a whiffle ball and bat.

Rules: Regular baseball rules are used. Scooter baseball is a comedy to watch, and makes a good exhibition game.

SCOOTER SOCCER

Use a soccer ball or medicine ball, appropriate for gym.

SCOOTER VOLLEYBALL

Played with a net 4 feet high and smaller court.

MASS GYMNASIUM GAMES WITH SCOOTERS

BEACH BALL

Use a beach ball, the larger the better. Divide the class into two teams. Toss the beach ball up at center, they bat or catch and pass the ball trying to hit some designated goal at their end of the court, such as the backboard.

DODGE BALL

Have two teams of equal number. Use three or four volley or small rubber playground balls. After the game starts, the players may go anywhere. The object is to hit the enemy by a direct hit in which the ball does not hit the floor. When the ball hits the floor or a player, it is no longer live and may be picked up by one or another player in order to gain better position to hit the enemy, but they must bounce pass. If they forget and pass directly to another player, it will kill their own teammate. When a player is legally hit, he leaves the game and another player takes his place if there are more players than scooters. The game ends when one team runs out of players.

A player cannot run with the ball but must advance it by bounce passing to a teammate if he is not in a good position to hit an enemy player.

SCOOTER TAG

All players line up in a circle formation. Sitting on scooter, feet toward inside of circle. Two players are chosen to be "IT" and are at opposite ends of the gym. Whistle is blown and everyone moves any direction to keep from being tagged.

Out of game: Tagged by "IT" or falls off scooter.

SCOOTER RELAYS

Swimmer Relay: Person lies on scooter in prone position. Feet off floor. Push hands against floor. (Crawl stroke)

Wheelbarrow Relay: Person places chest on scooter. Hands on each side of scooter. Another person holds her feet (legs straight and stiff) and pushes her.

Knee Relay: Knees on scooter, squat down and keep hips low. Push hands against floor.

Forward & Backward Relay: Sitting position. Use feet only. Go to destination going in forward position and return going backwards.

Back Relay: Lie on back on scooter. Place scooter under the upper part of back. Hands behind head. Push feet against floor.

SNATCH THE PIN

Equipment: Two scooters and one Indian club.

Game: Class is divided into two teams. One team on each side (or at each end) of the gymnasium. Number of team beginning

at diagonal ends. Scooters are placed on floor in front of the center of the teams. Pin is placed in center of the gym. A number is called. A number from each team with the same number run and mount scooters in sitting position and race out to snatch the pin.

Score: Team member scores when she snatches the pin and returns to her own team without being tagged by the other person. No one scores by tagging--just prevents scoring.

(Helpful Hint) Riding backwards is much faster.

SOURCE: Instructors Manual for Gym Scooters
R. E. Titus Gym Scooter Company
Winfield, Kansas
Originator of the gym scooter.

DEVELOPMENTAL EXERCISES

Suggestions for Activities on Balancing Beams

Balance activities are natural activities and as such are used by most children in their everyday play. They can be great fun; the children can challenge themselves with these activities, they can challenge each other with them. They can be regarded as very useful activities for mentally handicapped children.

Beams of varying width and varying height should be provided in order that the children can challenge themselves progressively as confidence is gained.

The children should be allowed to perform on the beams quite freely and in their own time. In the early stages some help may be required (such as giving a child a hand to help him to balance walk from one end of the beam to the other) but this should be dispensed with as confidence grows.

The following list of activities, which contain more than balance activities, is not intended to be complete. It should suggest other ways of using the beams. Teachers and counselors should use their initiative and look for other ways to challenge the children as well as encouraging the children to challenge themselves.

1. Balance walk forward on the beam.
2. Balance walk backward along the beam.
3. Balance walk sideways along the beam.
4. Balance walk backwards, or forwards by moving the feet heel to toe.
5. Balance walk along the beam, stopping to pick up an object from the beam and continuing the walk.
6. Balance walk along the beam rolling a ball on the beam.
7. Balance walk along the beam with knee dipping (genuflecting) at each step.
8. Balance walk along the beam with knee bending to try and touch the ground with the other foot.
9. Balance walk along the beam, stop and pass through a hoop or braid while still on the beam, then continue to walk.
10. Cat walk along the beam.
11. Balance walk towards partner along the beam, try and pass each other along the beam.
12. Balance stand on the beam facing a partner. Throwing and catching a ball with each other.
13. Balance stand sideways along the beam. Throwing and catching a ball with a partner on the ground.
14. Balance stand sideways along the beam. Throwing and catching a ball with each other (rugger pass).

15. Standing on the beam facing backwards to a partner. Throwing the ball overhead for partner to catch.
16. Balance walk along a beam bouncing a ball on the ground.

Activities Not of A Balance Nature

17. Climbing under and over low beams.
18. Crouch or bunny jump over the beam (low beam).
19. Crouch alongside the beam. Jumping from side to side along the beam, i.e. little face vaults along the beam.
20. Running jump over the beam.
21. Hurdling over the beam.
22. Making bridges between the ground and the beam with the body; e.g. Feet on the ground and hands on the beam
Feet on the beam and hands on the ground
Neck or head on the beam and feet on the ground

Reference: Hodges, Alton & Cynthia, Adaptive Physical Education, Vol. VII.

SUGGESTIONS FOR BEAN BAG ACTIVTTIES

Bean bags are useful for retarded children. A wide variety of activities can be performed with them and they are "good fun." One big advantage of bean bags is that they, more or less, stop where they land after being thrown, they do not bounce away as do balls, and they tend to "wrap" themselves round the hand when being caught. Retarded children have more control in catching this type of apparatus, they needn't fail because they are not quite accurate in the skill. Bean bags also lend themselves to "creative activity," the children can make up their own activities.

The following suggestions for activities with bean bags is not to be regarded as comprehensive; the ingenious teacher and counselor will adapt, modify and invent other activities.

1. Freely throwing the bean bag in the air and catching it. Both hands.
2. Freely throwing the bean bag in the air and catching it. One hand.
3. Freely throwing the bean bag from one hand to the other - from left to right over head.
4. Freely throwing the bean bag into the air and jumping to catch it. With two hands, With one hand.
5. Throwing the bean bag into the air and clapping the hands (turning about, touching the ground, etc.) before catching it.
6. Walking freely about the area and throwing the bean bag in the air and catching it - with both hands, with either hand.
7. Running freely around the area, and throwing the bean bag in the air and catching it - with both hands, with either hand.
8. Throwing the bean bag from behind the back and over the opposite shoulder and catching the bean bag in front of the body (either side).
9. Throwing the bean bag from behind the body and under the opposite arm and catch the bean bag in front of the body (either side).
10. Standing with the bean bag at arms length in front of the body. Allow the bean bag to drop and try to catch it with the same hand before it reaches the ground. (Either hand.)
11. Standing and slinging the bean bag for distance.
12. Standing and throwing the bean bag for distance - under arm throw and over arm throw.
13. Free walking with the bean bag balanced on the head.
14. Balance walking on beams, logs, etc., with bean bag on the head.
15. Balance walk along beam, etc., but tossing bean bag in air and catching it.
16. Balance walk along the beam, etc., bending down and passing the bean bag under the beam.
17. Standing with the bean bag balanced on one foot - kicking the bean bag forward - for distance, for accuracy.
18. Standing with the bean bag balanced on one foot. Hopping about trying to keep the bean bag on the foot.
19. Standing with the bean bag gripped between the heels. Jumping up and kicking the bean bag behind to be caught in the hands.
20. Standing with the bean bag gripped between the feet. Jumping upwards with a kicking movement with both feet together to kick the bean bag forward for distance (or up to be caught in the hands).

21. Standing with the bean bag on the floor. Jumping over the bean bag in all directions - with a rebound, without a rebound, etc.
22. Standing astride the bean bag on the floor. Jumping to click the heels above the bean bag.
23. Lying on the back. Picking up the bean bag between the feet and then raising the bean bag over the head to place it on the floor above the head. (And vice versa.)
24. Throwing and catching bean bag with a partner.

Reference: Hodges, Alton & Cynthia, Adaptive Physical Education, Vol. VII.

MEDICINE BALL ACTIVITIES

I. Touch Ball

Players are in a circle formation. One child, who is IT, stands inside of the circle. A medium ball is passed from player to player around the circle and across the circle. The child who is IT must try to tag the ball. When he does, the child who threw the ball or touched it last becomes IT.

II. Over and Under Relays

1. Under Relay - In column lineup, front student passes ball between legs to student behind him, who passes it back in same manner. After each has passed ball back, he kneels.

2. Over Relay - In column lineup, front student passes over his head to student behind him, then kneels down. Ball continues thus to end of line.

3. Over and Under - In column lineup, front student passes ball between his legs back to student behind him. That student passes back overhead to next one, ball continuing to end of line via this over and under method. Each student kneels after passing ball.

III. Call Ball

Source: Sisters of St. Francis of Assisi, St. Coletta Schools. Physical Education Curriculum for the Mentally Handicapped.
Number of Players: 4-8 per group
Grade Level: 1-3
Skills: Rolling a ball, tossing, throwing, bouncing, catching
Equipment: Large playground balls or bean bags, medicine ball
Formation: Simple circle
Description: Spread to arms length apart and drop hands to sides. Teacher passes ball to each player, sometimes rolling, sometimes bouncing, sometimes throwing. Player returns ball in the manner received. After each player has had a turn, first player goes to center and takes teacher's place.

HINTS: 1. Leader can call child's name before tossing, to help keep attention.
2. Substitute bean bag.

VARIATION: If the leader drops a well-tossed, bounced, or rolled ball, the child who tossed it becomes the new leader.

IV. Hot Ball

(Use two different colored balls if possible) - Two teams stand in alternate positions in same circle. Each team has its own ball, passes only to own teammates. Both teams pass clockwise, starting from opposite points in circle. Ball which passes the other scores a team point; a given number of points wins the game. To vary, call for different passes; change direction. Remind to keep feet apart, arms bent, eyes on the ball.

V. Crab Soccer

Two teams, all participants assume crab position. Object is to kick medicine ball across opponent's goal.

VI. Beat the Ball

On "Go" signal, members of a circle pass (or hand) medicine ball around circle. A runner, on outside of circle, tries to beat the ball around the circle.

The medicine ball may be used in many running relays, and other ball games may be modified to the medicine ball.

The medicine ball can also be used as weights. For example, the student can pick up a ball, push it over his head. Other exercises can be adapted to use the medicine ball.

Reference: Educational Activities, Inc.
Box 392
Freeport, New York 11520

CAGE BALL ACTIVITIES

CIRCLE DODGE BALL

Equipment: Cage Ball

Organization: Circle

Procedure: "IT" stands in center of circle and tries to dodge the on-coming ball. When "IT" is hit, the person that threw the ball takes "ITS" place in the middle of the circle.

Variation: Throw or roll the ball

CAGE BALL RELAYS

Equipment: Cage Ball

Organization: 2 teams, 6 to 10 on a team, line formation one behind the other.

Procedure: On signal to go the first two people in line try to beat the other person down to a certain area and back, tagging the next person.

Variation:
Rolling
Kicking
On all fours, pushing with the head
Rolling ball backwards
Crab Kick
Bouncing

KEEP AWAY

Organization: 2 teams, each with 6 to 8 players, are scattered over the play area.

Procedure: A ball is tossed into the area. Players attempt to recover the ball and pass it among their own team members while the opponents attempt to intercept the passes. If two opponents catch a pass simultaneously, the teacher steps in to toss the ball between these two players, who try to bat to their own team members; they cannot catch the ball on the toss-up. The game is very informal. It is continuous and no points are scored.

Variation: A player may claim the ball if he tags an opponent while he has the ball in his hands.

TEACHER BALL

Equipment: Cage Ball

Organization: Circle

Procedure: Teacher in center of circle rolls, throws, bounces or kicks the cage ball to the students in the circle. The student then returns the ball to the teacher in the same manner.

KEEP IT UP
(Cage Ball Volley)

Equipment: Cage Ball

Organization: Two teams are chosen with about 6 to 10 members on each team. Each team then forms a circle.

Procedure: One team member hits the cage ball into the air with two hands and his team keeps the ball in the air by volleying for as long as possible.

The other team then takes its turn. The team to volley the cage ball longest is the winner.

Variation: The ball may be allowed to bounce once.

ROLL THE BOULDER

Equipment: Cage Ball

Organization: Group is divided into teams of not more than four

Area: Playground or gym. Goals should be about 30' apart.

Procedure: Cage ball should be placed halfway between the two goals with each team lined up facing each other on each side of the cage ball. On a given command each team attempts to push the ball over the opponents goal.

Push blocking is allowed on the opponents, but should be closely supervised.

VOLLEYBALL

(For Older Students)

Using Cage Ball

I. Player Positions and Court

Same as official Volleyball. For smaller children you may increase number of players for more fun.

II. Explanation

A. Cage ball
Regulation cage ball or large (15" or more) rubber ball

B. Object of the game
1. To get the ball over the net any way possible
2. To have fun

C. Good lead-up game to Volleyball

D. Volleyball Rules
1. Hit the ball over the net
2. Score points when serving
   a. Game -- 15 points
   b. Tie Game -- one side must make two points in succession to win.
3. Serve from behind baseline
4. Officiated like Volleyball
5. Net and line fouls
6. Regulation net height

E. Variations
1. As many hits by as many players on a team as needed to get the ball over the net. A player may hit the ball as many times in succession as necessary.
2. Assists on serves
   a. As many as needed
   b. Can be limited as girls learn the game

III. Hints

A. Teamwork

B. Use legs, arms and shoulders but not back to play the ball.

Reference: Educational Activities, Inc.
Box 392
Freeport, New York 11520

SEATTLE PUBLIC SCHOOLS
Administrative and Service Center
815 Fourth Avenue North
Seattle, Washington 98109

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

HAND SOCCER

Hand soccer is a modification of the popular game of Line Soccer. It can be used by the primary grades as a safe lead-up game to soccer or by the intermediate grades as an exciting variety game.

Cage balls should be used. The ball must be progressed toward the goal line of the opponents' by batting at the ball with the open hand. No player is allowed to catch, kick, or throw the ball. Blocking the ball with the hands can be allowed if desired or require players reverse the progression of the ball by batting at it.

Boys and girls are divided into two teams. Each team lines up on their goal line facing the other team. The boys on each team should be lined up together so they will oppose the boys on the other team. The first three players from each team come out and spread out along the center line. If a more active game is desired, the next three players from each team spread out in a line half way between their goal line and the center.

The three center line players are the offensive players and try to cross over the center and bat the ball across the opponents' goal line using only the open hand. The other three players are defensive players and try to bat the ball back across the center line without going across the center line themselves. Goal line players also use only their hands to bat the ball away from the goal line.

After one minute of play the three offensive players go to the end of their team line. The three defensive players move up to the center for their turn at offense. The next three players in line come in on defense.

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DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

CRAB SOCCER

GRADE LEVEL:	Educable Intermediate (some older SMR groups)
AREA:	Gym - indoor enclosed area
EQUIPMENT:	Cage Ball
ORGANIZATION:	Group is divided into two teams. Space is equally divided between teams with the backwall of each area as the goal. In large gyms, use cross court rather than length.
PROCEDURE:	Players assume crab position. The ball is pushed or kicked with the feet. Players must maintain the crab position while pursuing or kicking the ball. Play begins with a player from each team kicking a dropped ball (like the center jump in basketball). The team who can drive the ball against their opponents' wall wins a point.
TEACHING HINTS:	The rules and strategy of play should be kept simple. Fouls may include a free kick for touching the ball with the hands. Balls that hit the wall too high may be considered still in play since only a playable ball counts as a score.
VARIATIONS:	1. Play the game in a standing position. Try other positions. 2. Play the game in a sitting position on gym scoots.

EXAMPLES OF GROUP GAMES OF LOW ORGANIZATION

Running and Tag Games

A. Drop the Bean Bag
Source: Carlson, Bernice W., Genglend, David R. Play Activities for the Retarded Child
Number of Players: 10-15
Grade Level: 1-2
Skills Needed: Stooping, running, stopping, tagging
Equipment: Large bean bag
Formation: Single circle
Description: One player is given a large bean bag which will make a thump when dropped. All the players form a circle. Player with bean bag walks around the outside of the circle and drops the bean bag behind one player and starts running. All the children and the leader call, "Jim, look at the bean bag." (Use the child's name.)

The player behind whom the bean bag was dropped, stoops and picks up the bean bag. He chases the runner. If the runner reaches the empty place in the circle without being tagged, he is safe. If he is tagged, he stands in the center of the circle for one round. The player who picked up the bean bag now walks around the circle and the game is repeated.
HINT: Encourage dropping the bean bag behind a child who has not played.

B. Duck, Duck, Duck, Goose
Source: Carlson, Bernice W., Genglend, David R. Play Activities for the Retarded Child
Number of Players: 8-15
Grade Level: 1-2
Skills Needed: (Speech, listening for a cue), running, tagging, stopping
Equipment: None
Formation: Circle
Description: One player is IT. All others form a circle. IT runs around the outside of circle, taps each person gently on the shoulder, saying, "Duck, Duck, Duck." He continues to say "Duck" until he suddently taps a person and says, "Goose." IT runs round the circle. Goose chases IT. If IT gets back to the vacant spot, he is safe. If he is caught he goes in the "basket," center of circle. Goose becomes IT.

C. Squirrel in the Cage
Source: Carlson, Bernice W., Genglend, David R. Play Activities for the Retarded Child
Number of Players: 12-15
Grade Level: 1-2
Skills Needed: Running, stopping, changing direction
Equipment: None
Formation: Groups of threes (circle)
Description: Two players form a cage by holding hands and standing as far apart as possible. The third player stands between their arms. He is the Squirrel in the cage. When the leader blows a whistle, each Squirrel must find a new cage. Other players lift their arms to let the old Squirrel out and to welcome a new Squirrel. When players understand this part of the game, one player is chosen to be the Squirrel who has no cage. Other players remain as they are, making a circle around the lone Squirrel.

When the leader blows a whistle, the Squirrel without a cage dashes for one of the cages. Each Squirrel darts out of his cage and tries to get into another as fast as he can. The player left standing alone is the new Squirrel without a cage.
HINTS: 1. Cages must be about the same distance apart so that Squirrels will run equal distances. 2. The distance from the center, where the lone Squirrel is standing, to a cage should be about the same as the distance between cages.

D. Brownies and Fairies
Source: Fait, Hollis F. Physical Education for the Elementary School Child
Number of Players: 4-12
Grade Level: 1-3
Skills Needed: Running, turning, stopping, tagging
Equipment: None
Formation: Two lines parallel, 40 feet apart
Description: One group or line is called the "Brownies." The other group is called the "Fairies." The members of each group line up behind their own goal line. Members of one team turn their backs to their opponents. The members of the other team, on a silent signal from the teacher, walk quietly toward their opponents until they are 10-15 feet away from them when the teacher shouts, "The Brownies (or Fairies) are coming." The members of the team which have been standing suddenly turn around and give chase. Any child tagged goes to the goal line of the child who tagged him. They become members of that team. Repeat procedure with other team.
HINTS: Make sure there is plenty of room.
VARIATION: Call it Cowboys and Indians and have children gallop.

Simple Ball Games

A. Round the Clock
Source: Sisters of St. Francis of Assisi, St. Coletta School. Physical Education Curriculum for the Mentally Handicapped
Number of Players: 4-8 per group
Grade Level: 1-3
Skills: Rolling a ball, tossing, throwing, bouncing, catching
Equipment: Large playground balls or bean bags
Formation: Simple circle
Description: Spread to arms length apart and drop hands to sides. Teacher passes ball to each player, sometimes bouncing, sometimes rolling, sometimes throwing. Player returns ball in the manner received. After each player has had a turn, first player goes to center and takes teacher's place.
HINTS: 1. Leader can call child's name before tossing, to help keep attention. 2. Substitute bean bag.
VARIATION: If the leader drops a well-tossed, bounced, or rolled ball, the child who tossed it becomes the new leader.

B. Circle Stride Ball
Source: Carlson, Bernice W., Genglend, David R. Play Activities for the Retarded Child
Number of Players: 10-12
Grade Level: 1-4
Skills Needed: Rolling a ball, catching a rolling ball
Equipment: Large ball
Formation: Single circle
Description: One player has a large ball. Others stand in circle around him in stride position with feet touching. Feet must be kept in this position while ball is in play.

The player in the center looks around the circle to make sure all feet are touching. He then tries to roll the ball outside the circle between the legs of a player. Player tries to stop ball with hands. He must keep legs apart. If player stops ball, he may go to the center. If ball goes outside circle, the player who missed it gets it and rolls it back to the center player. Same player starts play again. If ball goes outside circle three times, the center player chooses another player to be in the center.

C. Center Dodge Ball
Source: Sisters of St. Francis of Assisi, St. Coletta School. Physical Education Curriculum for the Mentally Handicapped
Number of players: 10-15
Grade Level: 1-3
Skills Needed: Jumping, running, dodging, tossing, catching
Equipment: Large balls

Formation: Single circle
Description: Players form circle, hands at sides. IT stands in center of the circle and avoids being hit by the ball by jumping, running, dodging (ducking). Players aim large plastic or beach ball at ITS feet and legs, never above the waist. Player who hits IT goes to the center of the circle to become IT.

D. Beat the Ball
Source: Unknown
Number of Players: 8-15
Grade Level: 1-5
Skills Needed: Running, passing a ball, receiving a ball
Equipment: Large ball or bean bag
Formation: Single circle
Description: Players in circle spread about one half to one foot apart. Runner is on the outside of the circle, in back of the teacher. The teacher, on a signal, hands the ball to the child on her right. At the same time the runner starts running around the circle to his right. The ball continues around the circle; each child handing it to the player on his right. The object of the game is for the runner to run around the circle twice before the ball returns to the teacher. The teacher selects a new runner each time.
HINTS: With more skilled players, spread circle and use the toss, a throw, or a roll. Or, have the runner run only once around the circle.

CROSS PAD DRILLS

The skills are based on a maximum number of students participating in class instruction, with little apparatus needed for gymnastics. Ideally, a gymnasium with mats or pads is best for this program; however, any grassy section of land is also suitable for this purpose. Classes of from 30 to 60 or more students can be taught, directed, and controlled as easily as a class of six students. It has long been noticed in class gymnastics drills, from the primary to university level, that students spend most of their time waiting in line, rank order, to proceed through the trick progressions taught by the instructor. It is not unusual to observe a student practicing a skill for no more than a total of two or three minutes in a class period of thirty minutes. With such a short time available to each student, progressive skills have suffered. The method of this learning has more significance than the main objective. The class procedure in this program employs the "Cross-Pad Drill" which permits each student to work the entire class period every day as he progressively learns the skills outlined.

The instructor leads the progressions as the entire class follows him.

This emphasizes the means for tumbling instruction by the classroom teacher with little or no skill in gymnastics.

This drill encourages imagination. It gives the teacher and student alike the opportunity for creative thinking and for more varied combinations of the skills. New skills originated by the instructor, STUDENT, or both, may be implemented to this program.

The instructor should change commands every few seconds in order that changes of body position and skill will maintain the students' readiness and mind set for constant and continued attention. As artistic elegance is achieved, certain skills will be performed for a longer period of time, for the student will delight in the refreshing experience of presenting one specific skill in a coordinated and beautiful manner.

All progressions of the Cross-Pad Drill will be described in this manual. Through the Cross-Pad Drill system, the instructor progressively teaches each skill leading to more advanced learning.

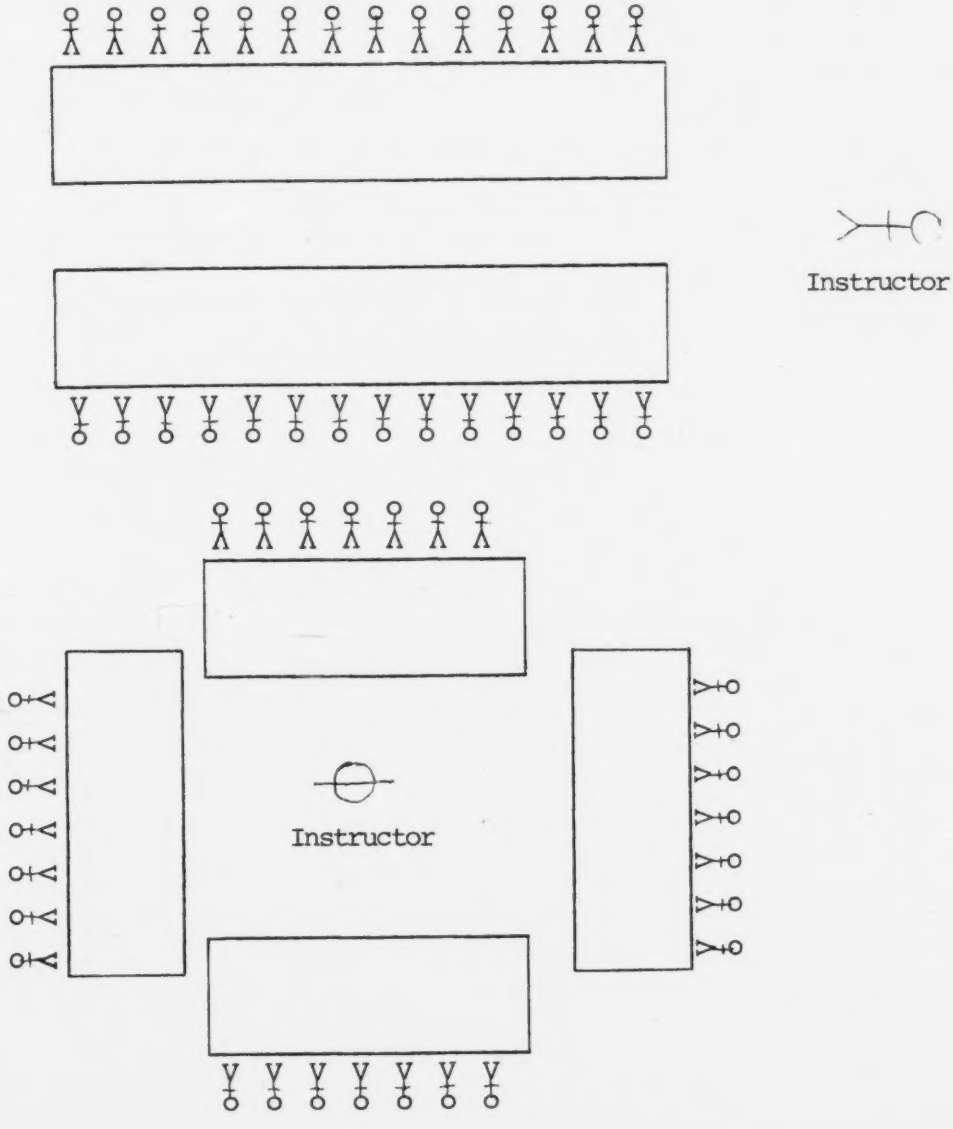
It is significant to note that classes of boys and girls may be taught together. Completely successful class learning is possible, and mutual respect is shared among the boys and girls receiving the instruction and working out in the skills of gymnastic movement.

Progressions and skills are given by command and changed every few seconds. A skill should never be held over five seconds and should preferably be held only two or three seconds. Attention and an alert manner is possible with basic command changes every few seconds; however, stiff military positions and bearings of the body are to be avoided.

The class may be formed for the Cross-Pad Drill by the command, "Make a chain." When finger tips touch finger tips, the arms are dropped to the side of the body. The class is now ready to begin instruction.

As a warm-up at the beginning of each class period, the instructor should repeat previously learned progressions and should change commands every few seconds. This will prepare the class for new skills and progressions.

The drawings below indicate the formation of the "Cross-Pad Drill" and the place of the instructor in this program.



Reference: Young, Bob, Educational Coordinator, Kingsville Public School.

DRILLS

The Straight Standing Position - Assume a position of attention without military bearing. The head is up, shoulders back, chest out, stomach in, arms to side, fingers extended and legs together with toes forward.

The Jump and Reach Position - Rise from heels to toes, lift or extend body with arms moving upward, with toes making last contact with the floor. Leap upward with arms swinging and alternate leaps and landings. Toes are pointed at moments body is in air above mats.

The Straddle Standing Position - The legs are straddled wide with the feet flat on the floor; the knees are straight; the trunk is bent forward from the waist upward and parallel to the mat; the back is straight, arched, and in line with the mat; the head is in line with the back; the eyes are up, and the arms are extended sideward and slightly forward and the palms are down.

The Pike Position - Bend the body at the waist, place the face as close to the legs as possible and grasp the outside of the ankle with the palm of the hand.

The Tuck Position - Bend the knees and go to a squat position, with the knees under the chin, grasping the legs just below the knees with the hands. (If from a sitting or lying position, simply bring the knees up under the chin, grasping the legs just below the knees with the hands.)

The Straight Sitting Position - Sit on the mat with hands on the mat at side of body with fingers pointed in the direction of the toes. Legs are extended with toes pointed. Head is up, shoulders back, chest out, stomach in, and back straight. Explain at this time the the terms "Pencil Point and Fish Hook."

Pencil Point - is the term used to mean the extension and pointing of the toes and feet with feet on a continuing line of the legs with toes curving to form a beautiful body line.

Fish Hooks - is the term used to mean the toes of the feet are flexed with the toes and feet arched or hooked.

The Straddle Sitting Position - (to straddle split position) - Straddle the legs as wide as possible and lower the body forward with arms shoulder width, extended and straight. Attempt to place the chin, chest, and upper body on mats. The wider the legs are straddled, the more quickly acquired are the progressive ability and ease to successfully complete this trick. On command the performer may bounce and rock forward and upward with arms forward and extended to aid in learning the trick. Another aid to learning most valuable is to reach with extended arms and grab the left ankle with the left hand, the right ankle with the right hand.

The Straight Lying Position - Lie on back on mat with body straight and the arms resting by the side, palms of hands facing the body.

The Straddle Lying Position - The same as Straight Lying except the legs are spread apart.

The Forward Roll - From the Tuck Position, place the hands flat on the mat, shoulder width apart. The fingers should be pointing forward and the knees should be between the arms. The body is pushed forward with the feet and rocked forward on the hands. As the tumbler begins to feel himself falling off balance, he should tuck his head down between his arms. He should keep his chin on his chest and put the back of his head on the mat and continue to roll forward. As the weight comes off the hands and the tumbler rolls onto his back, he should grasp his shins and pull himself up onto his feet.

The Backward Roll - The backward roll begins with the same squat position that was used at the start of the forward roll. The tumbler begins by pushing his hands, sitting down and starting to roll onto his back. The hands are brought up over the shoulders with the palms up and the fingers pointing backward. The tumbler continues rolling backwards with his knees as close as possible to his chest. As the body is rolling backward, the hands will touch the mat at about the same time as the back of the head. This is the crucial point and the tumbler must be prepared to push hard with his hands. The tumbler should continue the roll over the top of his head and should push hard up off the mat. The knees should be kept against the tumbler's chest until his feet are under him. Then he should stand up.

Knee Elbow Handstand Position - From a straight standing position, spread the legs comfortably apart while bending at the knees and lowering the body with a straight back. Extend the arms inside the legs until the hands make contact with the mat. The knees should be above and outside the elbows. Lean forward with the head up or face parallel to the floor until the entire body is supported and balanced on the hands alone.

Knee Elbow Headstand - Follow procedure above until balance is maintained. Then lean further forward until the top of forehead touches the mat as the Knee Elbow Headstand position is assumed.

Headstand - Extend legs up and arch back.

The Mule Kick - From a straight standing position, spring forward supporting weight on hands, (as in a handstand) legs kicked into air, and snapped down to a standing position.

The Front Support Position - The hands and feet support the body with the arms straight and extended and with the head in line with the body facing the mat. The lines of the body are at approximately a 20° rise from the mat with hands and feet contacting the mat. (This is the position from which you begin a push-up.)

The Prone Position - Lying on mat with face and front part of body against the mat.

The Hands and Knees Position - (Dog Position) - Assume position on mats on hands and knees. Legs and arms are straight at a 90° angle to mats. The back is straight and parallel to mats and the head is up with the face parallel to the mats.

Rear Leaning Support Position - From a straight sitting position, lift the body forward and upward by use of the arms which are placed rearward on the floor. The arms are straight, the body is straight and the back is arched with the head in line with the body. Hold this position until "straight sitting" is given.

The V Position - From a straight sitting position raise the arms and legs into the air until the body is in a V position with only a point of the seat touching the mat. (The higher the legs go, the more forward the arms need to be for balance.)

Inverted Arch Stand Position - Lying on back, hands with palms down beside the head and fingers pointing toward the feet. Bend the knees to a position where the feet are flat on the mat, then arch the body upward to an inverted arch stand. Head and eyes are pointed toward the mat. (This is a very difficult trick to learn. A great deal of time and maximum effort will be spent in preparation and training and many practice attempts will be made.)

The Straddle Down Position - From a straight standing position bend at the waist and place hands flat on the floor, as close to feet as possible without bending knees.

EXERCISES

Push Ups - - - The two commands of Front Support and Prone positions are given. Alternate commands until the number of push ups you desire have been completed.

Sit Ups - - - From Straight Lying Position to:
1. Straight Sitting Position
2. Sitting Pike Position
3. Sitting Tuck Position

Alternate commands until the number of sit ups you desire have been completed.

Knee Bends - - From Straight Standing to Squat Tuck Position. Alternate commands until the number of knee bends have been completed.

Reference: Young, Bob, Educational Coordinator, Kingsville Public Schools.

COMBATIVES ACTIVITIES
(From "Rough and Tumble"
by Richard Borkowski, JOHPER)

Combative experiences are activities that involve boys in a rough "give and take" situation, in which a boy "knocks down and is knocked down."

Prior to offering any rough and combative activity, the physical education instructor must have his students physically and mentally ready for competition. He must know his students well enough to divide teams into levels according to ability and toughness as well as physical size.

The following rules should be followed in developing a safe environment:

1. Present a complete explanation of the rules of the game, including the ethical side of the rules.
Emphasize sportsmanship and the fact that roughness (but not unnecessary roughness) is a part of the game.

2. Place instructors and other class aids at key positions during the action.

3. Participate in an obstacle-free area. A matted area is a must. These mats should be held together by some type of covering to offer a smooth surface. A number of gymnastic mats, covered by a wrestling mat cover is usually used for these types of activities.

4. Use a wrestling room, with matted walls, if possible.

5. Divide the class equally into teams by some criterion related to the activity (height, weight, ability, etc.). There is nothing so demoralizing for a young boy than to have him compete combatively against another who is far superior. In terms of safety, it is most hazardous.
Because of the physical vigor of these games, it is a good idea to divide the class into ability levels. Use one ability group as safety aids while the other is participating. After a given amount of time, reverse the procedure. The non-playing group could be used to form a "human wall" around the mat area.

6. Enforce common sense rules, such as the removal of glasses, observing the whistle, and playing only with the proper equipment.

7. Provide a good warm-up period before the start of any game.

8. Know your students' physical capabilities before offering combative activities to a class.

COMBATIVES

Objectives:

1. Provide a total fitness activity through individual and group competition.
2. Develop emotional control and release tension in students.
3. Develop pride and confidence within the individual and team.
4. Develop courage and controlled aggressiveness among students.
5. Provide an activity in which passiveness will not suffice.
6. Develop competitive spirit.
7. Create interest in vigorous types of activities.

ACTIVITIES:

Push-Over (2 opponents)
1. Opponents assume standard "up" wrestling position with the exception that both opponents are standing on their knees.
2. On start signal, competitors attempt to push one another over without moving knees. Winner is the last competitor to move his knees.

Nimble Jack (2 opponents)
1. Competitors are shoeless.
2. Competitors assume standard "up" wrestling position.
3. On start signal, opponents attempt to step on each other's feet, while protecting their own feet.
4. Game continues until stop signal is given.

Chicken Fight (2 or more opponents)
1. Opponents assume the squating position. Arms go inside of knees and hands grasp outside of ankle.
2. On start signal, opponents, by bumping into each other, attempt to push all other opponents over and remain in the game position.
3. The last remaining in the correct position is the winner.

Knuckle Spread (2 opponents)
1. One competitor makes a fist with each hand. He then puts the first and second sets of knuckles of each hand together. (Thumbs toward body.) The opponent stands facing the competitor and grabs the arms (just above the wrists).
2. On start signal, the opponent attempts to pull the two fists apart (not jerk).

Variation - Finger Spread--instead of putting knuckles together, one opponent can put his two, first fingers together.

Back to Back

1. Opponents stand back to back, step forward one step, step to right one step (or left), raise left (or right), depending on direction of step, and hook first fingers.
2. On start signal, opponents, without moving feet, attempt to pull (not jerk) opponent off balance.
3. Winner is competitor who last moves a foot or feet.

Leg Wrestle

1. Opponents lie supine next to each other with heads in opposite directions, elbows hooked.
2. On start signal, teacher says "one" and "two" and opponents raise inside leg straight up, and put it back down. On count of "three" opponents raise inside leg and hook opponent's raised leg. Opponents attempt to push each other over, using only one leg.

Arm Wrestle

1. Opponents lie prone with heads facing each other. With the right hand (or left) grasp opponent's same hand. Keep elbows on floor and upper arms perpendicular to the floor.
2. On start signal opponents attempt to push each other's hand to the floor.
3. Match can last until a winner is declared or a time limit may be set.

Dragon's Mouth

1. All students stand around outside edge of mat.
2. On signal, students push each other on to mat.
3. Game continues until all but one participant is on the mat.

Island Fight

1. Mat arrangement - Four tumbling mats arranged in a square, leaving an open area in middle.
2. All students stand in open area. On signal all students push each other onto the mats.
3. Game continues until only one participant remains in the open area.

Get Up, Hold Down

1. Two competitors, one assumes prone position, opponent lies down in a position to restrain his competitor.
2. On start signal the bottom man attempts to get to his hands and knees, while up man restrains him.

Variation - opponents assume up and down referee's position. Man on the bottom attempts to stand up, and up man restrains him.

Chest Spin

1. Down man, on hands and knees. Up man places his chest on down man's back (shoulder area), balances with feet, and does not use hands.
2. On start signal, up man spins on his chest, using his feet, as fast as possible.

Variation - down man can slap up man's leg to reverse direction of spin.

3. Continue until stop signal is given.

Ridem'

1. Down man on hands and knees. Up man places his chest on down man's back. Up man balances with his feet, and cannot use his hands.
2. On start signal, down man begins crawling in any direction, attempting to crawl out from under the up man.

Scalpem'

1. Opponents assume standard "up" wrestling position. Opponents stand with feet wider than shoulder width, right hand placed behind opponent's neck, and left hand grasping opponent's right wrist.
2. On start signal, competitors attempt to pull opponents right hand off their neck, while keeping their own right hand on their opponent's neck.

Slap Opposite Knee

1. Opponents assume standard "up" wrestling position, with the exception that the left arm and hand are free.
2. On start signal, competitors attempt to slap the inside of their opponent's left hand, while protecting their own left knee.

CIRCUIT TRAINING EXERCISES

History. Circuit training was first developed and put into practice at the University of Leeds, 1953, by R. E. Morgan and G. T. Adamson. It has become a popular addition to many physical education programs. At the university level, the University of Southern California and the University of British Columbia, are good examples of the popularity of this method of introducing exercises. The method is relatively new and much of its success could be attributed to this fact, but it seems to have many desirable qualities and therefore should be studied by those in the field of physical education for inclusion in exercise programs.

Definition. Circuit training is a method of fitness training that aims to increase muscular strength and endurance and circulo-respiratory endurance. The term "circuit" refers to a number of carefully selected exercises arranged and numbered consecutively about a given area.

Characteristics. Morgan and Adamson list three main characteristics of circuit training.

1. Development of muscular and circulo-respiratory fitness.
2. Applies principle of progressive overload.
3. Enables large numbers of performers to train at the same time, doing a prescribed allocation of work at each exercise, and checking their progress against the clock.

Desirable Qualities.

1. Adaptability as to amount of time used, number of performers, sex of performers, equipment used as well as exercise site used.
2. Progressive goals for performers to strive toward.
3. It seems to be highly motivating for many people.
4. Utilize three exercise variables--level, repetitions, and time.
5. Exercises can be vigorous in a short period of time.
6. There is potential for medical rehabilitation.

Principles of Training. In order to develop an efficient and effective exercise program, one should be familiar with the following principles of training:

1. Overload--Steinhaus has defined overload as ". . . any exercise that exceed in intensity or duration the demands regularly made on an organism." Regardless of how much a muscle is used it will not become stronger unless it is overloaded and made to overcome progressively increased resistance.

To develop strength, overload can be established by increasing the (1) load (resistance) to be lifted, (2) number of repetitions, (3) speed of contraction, (4) length of time a position is held, or (5) any combination of the foregoing. Maximum strength gains can be obtained from a heavy resistance-low repetition program, while muscular endurance is more effectively achieved through a light resistance--high repetition program.

Circulo-respiratory endurance is developed through activities that place progressively greater demand on the heart, vessels and lungs. Interval running (or swimming) provides an excellent example of how the overload principles can be applied for this purpose. The following variables can be altered to progressively increase the intensity of the work: (1) distance run, (2) speed of the run, (3) number of repetitions, (4) duration of rest between each run, or, (5) any combination of them.

2. Progression--The principle of progression is important not only for efficient progress but also for maximum safety. You should always set your starting work load at a level that is safely within your present capabilities. Then increase the intensity (overload) of the exercise regularly in small increments until the desired level of fitness is achieved. Each individual adapts at his own rate, so do not be discouraged if you do not progress quite as rapidly as someone else.

3. Regularity--Widely separated or irregular practice periods should be avoided. Best results are obtained when practice periods are evenly spaced to allow for a good progression. The frequency of your sessions will depend largely upon your basic purpose. If you are training for competition, daily workouts may be required. For general fitness training, three days a week may be adequate.

Administration of the Circuit. Before beginning the Circuit, a beginning level must be chosen by the teacher. This can be done either through experimentation of individual performances, or by starting the entire group at a very low level and letting them move to a higher level as they become accomplished at the lower level. Some type of reward such as moving to a different "color" at a higher level should be used as a motivator for the students. Modifications should also be made in exercise for individuals who have physical handicaps.

Before starting any special class on circuit training, each student must be instructed in the performance of the exercises. It is essential that they understand the exercises, have had an opportunity to watch a demonstration and explanation of the exercises, and have repeated the exercise enough that they can perform each one properly and safely on their own. They should also be familiar with the sequential pattern of the circuit. Since mentally retarded students tend to be weak in the area of self-direction, they should have help at each station. At the beginning of the workout there should be four or fewer students assigned to each station: (1) Students may work in pairs or individually. (2) Students should be taken by the assistants around the circuit in order to demonstrate the reading of posters, performance of exercises, noticing of "jog-a-lap" flags, and to understand the direction of the circuit. On the command from the instructor, "Are you ready?"..."Go," the students begin the exercises at each station on the circuit, working independently of each other. An assistant helps each student keep count of the repetitions and corrects faulty performances. At the end of the time, the instructor calls, "Stop," and the students end the circuit. If cards are used, each student records the number of circuits and stations completed at the level on which they are working on their individual fitness record card.

Circuit programs can be organized with or without weights and/or apparatus. The modified program that was tried at the Austin State School with boys and girls between 10-12 years of age was one using some apparatus but most of the exercises done needed no special equipment. The following is a description of the circuit training program used:

1. Push-Ups--Lie face down, legs straight and together, hands directly under shoulders. Push body off floor in any way possible, keeping hands and knees in contact with floor. Sit back on heels. Lower body to floor.
2. Sit-Ups--Lie on back, legs straight and together, arms at sides. Raise head and shoulders from floor until you can see your heels. Lower head to floor.
3. Running in Place--Stand erect, feet together, arms at sides. Starting with left leg, run in place raising feet at least four inches from floor.
4. Walk a Lap.
5. The Sprinter--Run in place while in a push-up position.
6. Back Lift--Lie face down, arms along sides, hands under thighs, palms pressing against thighs. Raise head and shoulders as high as possible from the floor.
7. Bench Stepping--Place one foot on the bench and step up placing the other foot beside it. Lower the first foot to the floor, then the second foot and repeat.
8. Bent Arm Hang--Grasping a bar and hanging from it at chest level for as long as possible.
9. Jog a Lap.
10. Jump and Reach--Jump straight up in the air as high as possible while reaching with the arms.

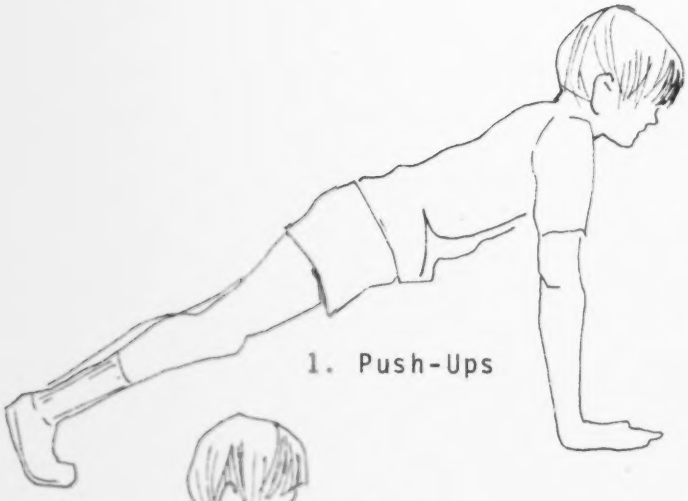
For better administration of the circuit training program used at the Austin State School, each item was allotted 25 seconds. Ten boys and ten girls between the ages of 10-12 were used for demonstration purposes. Two persons were placed at each station. Ten 2 minute periods were used as the teaching period of the stunts. At the end of each 2 minutes the groups were rotated to a new station. A teacher was present at each station for instructional purposes. At the end of this 20 minute instructional period, the circuit training was conducted in the following manner. On the signal "Go" the students were to perform the designated exercise at their station. At the end of 25 seconds a command to "Stop" was given and the groups were rotated in a clockwise direction to the next station. The same procedure was followed all around the circuit until each person had completed the entire ten stations.

Problems that were encountered were a lack of thorough instruction in each exercise, the inability of the group to remember certain exercises (also due probably to the shortage of instructional time), and the necessity of having a teacher at each station.

In a general discussion of the merits of a circuit training program for the mentally retarded it was agreed that circuit training was beneficial in meeting the fitness requirements of the mentally retarded and provided a means by which a limited amount of apparatus could be used by a large number. It also offered a means by which a large number of

students could actively participate in vigorous activity. It was also agreed that if a circuit training program was to work there should be much more time provided for instruction of the individual exercises. The number of stations should be small in number at first so that the retarded would not become confused. Each station should have well thoughtout visual cues. There was general agreement that the circuit training technique would work better at a public school setting rather than at an institutional setting.

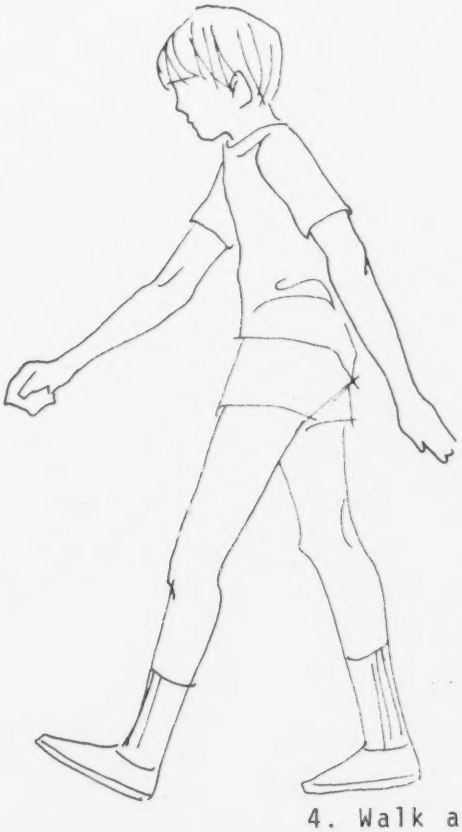
(Most of the material was obtained from the book, Circuit Training, by Robert Borani, and from a paper by Dolores Geddes.)



1. Push-Ups

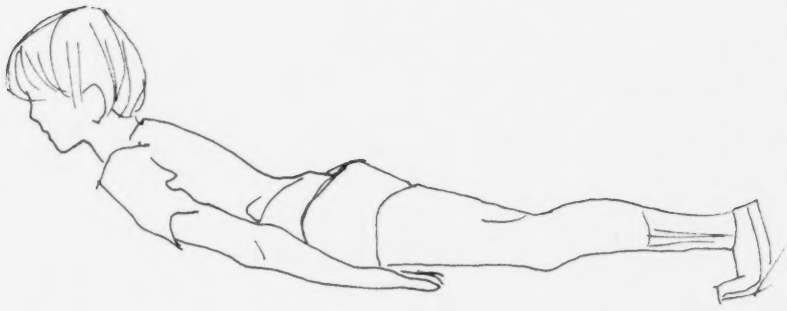
2. Sit-Ups

3. Running in Place



4. Walk a Lap

5. The Sprinter

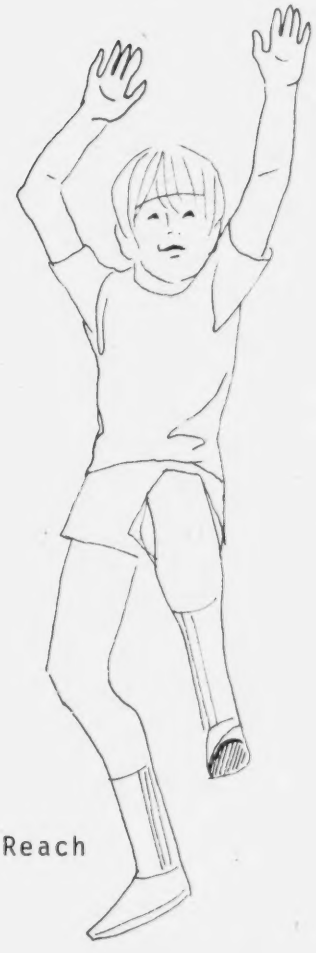


6. Back Lift

7. Bench Stepping

8. Bent Arm Hang

9. Jog a Lap



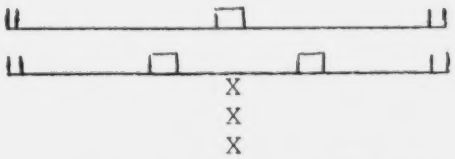
10. Jump and Reach

TINI-KLINK INSTRUCTIONS

Unless some interest has been developed at each elementary grade level, rope jumping seems to pick up a stigma of being a girls activity. It is important that the boys have opportunities to develop the timing, rhythm, and coordination offered through rope jumping activities. One rhythmical activity quickly accepted by boys which will enrich the elementary physical education program and provide these necessary experiences is TINI-KLINK; an activity traditional to the Phillipines. TINI-KLINK has received alot of recognition through its being demonstrated in a short film shown nationwide by the President's Council on Youth Fitness.

The activity is performed by two players sitting on the floor, holding one pole in each hand and striking the poles together and apart in a rhythmical pattern, while dancers attempt to step between the poles and out without becoming tapped. The poles are best held between the index and middle finger with the palms down. Hold the poles loosely.

The first step to follow in introducing TINI-KLINK is to lay the poles apart and line the students up in a file facing the side of the poles. Tape three 3" x 5" index cards on the floor to learn step 1. Two cards are taped between the poles and the third card is taped outside the poles on the side opposite the students. The youngsters are told that they are to take one step on each card taped between the poles and one step on the card taped outside. The words "in-in-out" are repeated in unison so the students begin to feel the rhythm. They should be encouraged to take springing steps using the ball of the foot.



As the students improve in their timing and rhythm, two are selected to operate the poles in time to the rhythmical chant "in-in-out." It is very important that the two students operating the poles have good rhythm. The cards may be removed as the students become more proficient.

Other steps may be learned using this same procedure.

Step 1

Dancers stand facing the side of the poles.

"in"--step in or R foot raising L in the air
"in"--step in on L foot while raising R
"out"--step out on R foot on opposite side

Step II a

Dancers stand outside with R side near poles.

"in"--step in sidewards on R foot
"in"--step in sidewards on L while raising R
"out"--step out on R on opposite side

Step II b

Dancers stand outside with R side near poles.

"in"--step in on R
"in"--step in on L while raising R
"out"--or "balance"--step out on R on opposite side
while raising L above poles and
balancing on R foot for one count.
Repeat going back to starting side beginning with left foot. Left-right-left (balance). This may be repeated until students miss. The rhythm may gradually be speeded up.

Step III

Dancers facing side of poles.

"in"--step in on R
"in"--step in on L while raising R and making 1/4 turn L
"in"--step in on R while raising L and making 1/4 turn L
"out"--step out on starting side with L

Step IV

Start with side near poles.

"in"--land on both feet at same time between poles
"in"--repeat (may make 1/2 turn before landing)
"out"--land with feet astride poles (poles between legs)

Step V

Start with side near poles.

"in"--land on both feet at same time with R leg crossed over L
"in"--repeat landing with L crossed over R (may make 1/2 turn before landing)
"out"--land with feet astride poles or out on starting side or out on opposite side.

The students are encouraged to develop patterns and various movements of their own to any of these rhythms:

"in--out"

"in--out; in--out"

"in--out--out"

"in--out--out--out"

"in--in--out"

"in--in--out--out"

"in--in--out"

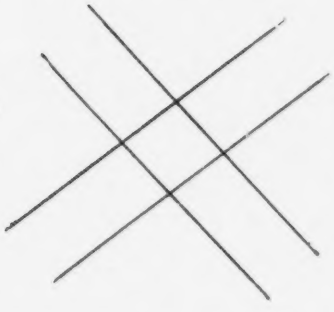
"in--in--out--out"

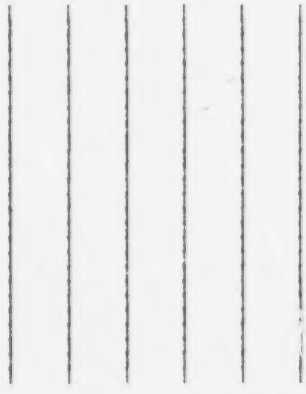
"in--in--in--out"

They may make turns, hop using only one foot, hop on both feet, making turns while in or out, move up and down the length of the poles, cross the legs, land astride the poles, work on all fours, work alone or with partners, or work out routines using a combination of steps.

Moving the poles in time to different musical records adds interest and variety to the activity. Such records as "Five Foot Two," "Java," "Cotton Candy," "Alley Cat," and "Limbo Rock" may be used successfully. Using square dance music couple movements in and through the poles such as promenade, swing, sashay, circle, and grand right and left, may be performed.

Two sets of poles may be crossed allowing the students to move around and/or through the center. Several sets of poles may also be placed in a line. They may be placed so that only the "out" step(s) are taken before stepping into the next set or they may be further apart so the students keep the rhythm for one or more patterns before stepping into the next set.





Reference: Mr. John Kautz, Coordinator of Physical Education
1001 Harrison
Davenport, Iowa

J. E. Gregory Company
307 Radio Central Building
Spokane, Washington 99204

RHYTHM ACTIVITIES

Music and rhythm activities have proven to be beneficial in areas directly and indirectly related to physical education.

Music, dancing and singing activities provide recreation and various learning situations conductive to developing in areas of: (1) verbalization, (2) socialization, (3) body image, (4) creativeness and basic motor movements. Rhythmic activities are highly motivating and enjoyed by mentally retarded children.

Songs with simple movements:

1. Eensie Wensie Spider
2. Where is Thumpkin
3. This Old Man
4. Old MacDonald
5. Clap - Clap Song
6. The Paw - Paw Patch

Songs teaching body image:

1. Finger in the Air
2. The Mulberry
3. Looby Loo
4. If You're Happy
5. Hokey Pokey

Additional songs involving various movements:

1. The Thread Follows the Needle
2. Five Little Chickadees
3. Did You Ever See A Lassie
4. Grand March to Form Twos
5. All Join Hands and Circle
6. Pop Goes the Weasel
7. Let Your Feet Go Tap, Tap, Tap
8. Indian War Dance
9. Teaching the Polka

Advanced rhythmic activities:

1. Creative movement
2. Exercise to music
3. Follow the leader
4. Simple folk dances

ARTS AND CRAFTS PROGRAM FOR THE MILDLY RETARDED

A. Description of Student

1. Age: At least seven years old and older; I.Q. 53-70.

2. Ability: Students who are limited in their potentials for academic achievements but can usually be brought to a state of self-sufficiency as an adult.

3. Social Adjustment: Able to function in normal society with few drawbacks physically but handicapped educationally.

4. Attention Span: Usually about 45 minutes to 2 hours, depending on student and project undertaken.

B. Objectives for Students

1. To learn to work together.

2. To take proper care of the supplies.

3. To overcome shyness of expression.

4. To learn different techniques in which to express themselves more freely.

5. To learn that the teacher is not going to make fun of their work, but will appreciate and help them.

6. To meet a challenge.

7. To be creative and experience a feeling of success with the finished product.

C. Objectives for Teachers

1. Teach through demonstrations; develop skills through repetition.

2. Let students have the satisfaction of doing the project; do not do it for them.

3. Strive to have each student feel pleasure in doing the project; high quality craftsmanship is secondary.

4. Help make each child feel equally as good as the next child in expressing himself.

5. Don't be a perfectionist.

6. Be able to improvise with a few materials.

7. Be eager because children will feel the eagerness and it will rub off on them.

8. Have lesson plans written out in advance with a variety of activities planned.

9. Have many extra ideas in mind with the materials on hand that day.

10. Organize a combination of experiences which lead toward future projects.

11. Don't let paint spilling or clay on floor, etc., get on your nerves.

12. Be patient and happy at all times.

D. Facilities That Will Help Assure Program's Success

1. School room

2. Storage space

3. Water

4. Plenty of old newspaper to cover desks

5. Old cans for water

6. Old shirts

7. Sticks to mix paint

E. Volunteers

1. One for each two students will help greatly.

2. Person in charge must be able to give the volunteers something to do.

F. Basic Steps for Teaching

1. Demonstrate and complete one step at a time.

2. Limit number of colors, paints, or materials being used.

3. Show examples at the beginning.

4. Directions should be positive in nature.

5. Be completely organized beforehand.

G. Basic Projects Which Can Be Adapted for All Levels

1. Drawing

a. pencil (black or colored)
b. crayons
c. colored chalk
d. charcoal
e. felt tip pens
f. ball point pens

2. Collages

   a. Paper
   b. Cloth
   c. Yarn
   d. Wood
   e. Junk

3. Papier-mache'

   a. Fruits and vegetables
   b. Bowls and trays
   c. Jewelry
   d. Small birds and animals
   e. Large animals
   f. Masks
   g. Puppets
   h. Candleholders, vases

4. Textural Sensitivity

   a. Look at patterns and textures in cloth.
   b. Abstract designs with different-textured cloth.
   c. Copper or aluminum foil relief.

5. Printing

   a. Gadget (spools, bottles, cups, etc.)
   b. Vegetable
   c. String
   d. Cut cardboard
   e. Linoleum

6. Stitchery

   a. On cardboard
   b. On wire
   c. On burlap

7. Jewelry

   a. Nuts and seeds on a string.
   b. Papier-mache' pins and bracelets.
   c. Initial pins from soft copper wire.
   d. Copper enameling (more advanced).

8. Ceramics

   a. Hand sculptures
   b. Pinch pots
   c. Clay birds
   d. Tiles for "hot plate"
   e. Animals or figures

9. Group Activities

    a. Puppetry
    b. Murals

10. Chance Activities

    a. "Blottos" (press sides of paper together with drop of paint in middle).
    b. Blow painting - from a straw.

H. Easier Activities for Beginners

1. Cotton crafts
2. Popcorn crafts
3. Color leaf design
4. Place cards
5. Name cards
6. Egg carton flowers
7. Pressed flower bookmark (clear contact paper)
8. Place mat with pressed flowers
9. Pin cushion (1/2" styrofoam ball and jar lid)
10. Pencil holder (discarded juice can)
11. Tote bag
12. Card games
13. Checkers (board and checkers)

I. Activities for More Advanced

1. Mobiles
2. Weaving
3. Leather craft
4. Reed craft
    a. Baskets
    b. Hot pads
    c. Place mats
5. Braiding
6. Cloth clowns
7. Wood and metal crafts (older boys)
8. Sewing (older girls)
9. Silhouettes
10. Book'ets

Reference: Recreation Staff, Beaumont State Center for Human Development.

ADDITIONAL SOURCES OF PROGRAMS

Texas Association for Retarded Children
833 Houston Street
Austin, Texas 78756

American Association for Health, Physical Education, and Recreation
Project on Recreation and Fitness for the Mentally Retarded
1201 16th Street Northwest
Washington, D. C. 20036

Texas Association for Health, Physical Education, and Recreation
P.O. Box 7578
University Station
Austin, Texas 78712

Roy Howard, Director, Special Education
Seattle School District No. 1
815 Fourth Avenue North
Seattle, Washington 98109

Mr. Stan LeProtti
Associate Professor of Physical Education
Western Washington State College
Bellingham, Washington 98225

Kennedy Foundation
Room 402
1411 K. Street Northwest
Washington, D. C. 20005

Information Center
Recreation for the Handicapped
Southern Illinois University
Little Grassy Facilities
Carbondale, Illinois 26901

Office of the Health and Physical Education - McCarthy
Department of Instruction and Pupil
Boulder Valley Public Schools Services
P.O. Box 186
Boulder, Colorado

Mr. Ernie Davis
Crowley Special School
82 East Delos Street
St. Paul, Minnesota 55107

B I B L I O G R A P H Y

1. Council for Exceptional Children and American Association for Health, Physical Education, and Recreation. Recreation and Physical Activity for the Mentally Retarded. AAHPER, 1966.

2. Kirchner, Glenn. Physical Education for Elementary Children. Dubuque, Iowa: Wm. C. Brown Co., 1966.

3. SREB Recreation Committee. Recreation for the Mental Retardate. SREB Attendant Training Project, 1964.

4. Hayden, Frank J., Physical Fitness for the Mentally Retarded. Ontario, Canada: University of Western Ontario, 1964.